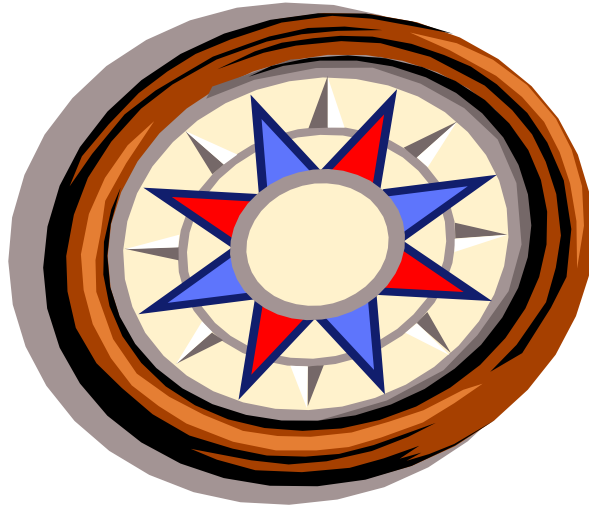


On the Trail With Lewis and Clark



Instructional Alignment and Lessons Correlated to the Idaho Achievement Standards for Social Studies and appropriate for the following Courses of Study:

- Idaho History (Grade 4)
- Introduction to American History (Grade 5)
- Social Science Exploratory; A Case Study of Idaho (Grade 8) and/or
- U.S. History 1 (Grades 8-10)
- U.S. History 2 (Grade 11)

The following is a sample of a curriculum resource guide available from the Idaho Department of Education. For a copy of the entire resource guide, please contact:

Peter Kavouras
Coordinator, Social Studies
Idaho Department of Education

www.sde.state.id.us/instruct/socialstudies

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Lewis and Clark Trail Heritage Foundation, Inc.
P.O. Box 3434
Great Falls, Montana 59404
(406) 586-0266

“On the Trail With Lewis and Clark” Teacher Workshops
October 3-5, 2002 October 2-5, 2003
Salmon, Idaho Lolo, Montana

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Idaho History

Aligned to the Idaho Achievement Standards - Social Studies Grade 4: 430–442

Lesson from 2003 Workshop

430. Critical Thinking and Analytical Skills

430.01: Acquire critical thinking and analytical skills.

430.01.d: Differentiate between fact and opinion, cause and effect, and identify different points of view.

Lesson: Students will be assigned an area on the playground to describe in their journals and then the class will discuss the descriptions written by different people and whether others could find the area based on the journal entry.

Prerequisites:

1. Teacher will have shared passages from different members of the Lewis and Clark journey.
2. Teacher will have talked about journals, what makes a good journal entry (facts such as time of day, date, weather, etc.) and personal observations.
3. Teacher will have worked with students in descriptive writing.

Resources:

1. Journal excerpts from different members of the expedition. "In Your Own Words" pages 1.5 – 1.7.
2. Personal journals. "In Your Own Words" pages 1.8 – 1.15.
3. Journal supplies: Paper, feathers, art supplies, etc. for journal covers.

Steps:

1. Pre-lesson – review and discuss Lewis and Clark journals.
2. Make individual student journals and decorate covers.
3. Assign pairs of students to an area of the playground that have been previously identified and numbered.
4. Each student will enter factual data to answer who, what, when, where (date, time, weather).
5. Each student of the pair will be writing a descriptive paragraph about the area that he or she is observing. At the top of their entry they must enter the location number.
6. If time allows, student may also enter a sketch of the area.
7. Back in the classroom, the pair of students will meet and complete a Venn diagram of their journal entries noting the similarities and differences of their observations of the same location.
8. Teacher will take the students outside and read the two journal entries from each location. Students will try to walk to the location on the playground based on the two entries. Students whose entries are being read may not reveal the location to their classmates.

Scoring:

1. Informal teacher observation within the classroom using class discussion of the importance of taking perspectives into account when

learning about a new area. Students must be able to discuss why this is relevant to the entries of the Lewis and Clark journals.

Lessons from 2002 Workshop

430. Critical Thinking and Analytical Skills

430.01: Acquire critical thinking and analytical skills.

430.01.e: Gather and use information on Idaho history from primary and secondary sources.

Lesson: "Consider the Source" pages 2.14-2.15

432. Exploration and Expansion

432.01: Understand the role of exploration and expansion in the development of the United States.

432.01.a: Identify early inhabitants of Idaho.

Lesson: "Not So Long Ago" pages 6.7-6.11

Lesson: "Encounters With Strangers" pages 6.12-6.15

432. Exploration and Expansion

432.01: Understand the role of exploration and expansion in the development of the United States.

432.01.b: Identify and verbalize the motivations of some of the early explorers to Idaho.

Ask the students to decide whether or not they would have wanted to join the Lewis and Clark expedition. They might write a statement, story, or letter to President Jefferson that explains why or why not. If they did not want to go on the expedition, what would they have wanted to do to show their support for the Lewis and Clark expedition?

Lesson: "The Right Person For the Job" pages 5.69-5.80

Resource: "Expedition Specialists" pages 5.74 – 5.80

432. Exploration and Expansion

432.01: Understand the role of exploration and expansion in the development of the United States.

432.01.c: Explain the accomplishments, significance, and outcomes of the Lewis and Clark expedition.

Lesson: "An American Legacy" pages 2.5-2.7

Lesson: "Natural Science Overview" page 8.2

Lesson: "Other Objects Worthy of Notice" pages 8.6-8.18

Lesson: "Build-A-Map" - Use map #5 on page 3.34, map #7 on page 3.36, and map #8 on page 3.37 to identify where modern Idaho boundaries lie in relationship to the Louisiana Purchase.

Lesson from 2003 Workshop

430. Critical Thinking and Analytical Skills

430.01: Acquire critical thinking and analytical skills

430.01.d: Differentiate between fact and opinion, cause and effect, and identify different points of view.

430.01.e: Gather and use information on Idaho history from primary and secondary sources.

442. Geography

442.01: Understand the spatial organizations of people, places, and environment on the earth's surface.

430.01.a: Use geographic skills to collect, analyze, interpret, and communicate data.

430.01.c: Use a number/letter grid to find specific locations on a map.

442.02: Understand the migration and settlement of human populations on the earth's surface.

442.02.a: Explain past and present settlement patterns in Idaho.

Lesson: Camping Out With Lewis and Clark – Students will be able to:

1. Recognize and know: Significance of placement of campsite features.
2. Understand: Why these features were organized the way they were.
3. Evaluate: Their features will be spaced according to military regulations and laid out to scale on grid. Use this grid to accurately scale up and lay out a representation of a Lewis & Clark camp.

Students will research the regulations for setting up a camp. Number, letter grid on 8 ½ x 11 quarter inch graph paper, a scaled version of a typical Lewis & Clark camp such as “Traveler's Rest.” The campsite must include all parts and distances. Lay out the camp site on the playground or other appropriate large area.

Resources:

1. Lewis & Clark Journals (Sept 9-11, 1805 and June 30-July 3, 1806)
2. Military (1800) and present day Forest Service camp regulations.
3. Insert on “Traveler's Rest” Montana State Park.
4. Websites: Joe Mussulman = jmuss@lewis-clark.org
Foundation = www.lewisandclark.org
Barb Kubik = chemna@aol.com

LESSON STEPS:

Day 1

1. Brainstorm features of a camp site.
2. Identify features of a typical Lewis and Clark camp site, such as “Traveler's Rest.”
3. Compare and contrast the two using graphic organizers.

4. Using an overhead and copies of a primary or secondary source, identify the regulations Lewis and Clark used to set up their camp site such as "Traveler's Rest." Provide students with an easy to read version of these regulations.
5. Provide students with 8 ½ x 11, quarter inch grid paper with a b c, 1, 2, 3. Assist students in mapping a camp containing teacher predetermined features.

Day 2:

6. Using a large, open, safe area with chalk, flags, student constructed signs, etc. layout a scaled up or life size camp site from grid.
7. Evaluate campsite using teacher made rubric, assessing placement of teacher pre-determined features and regulation distances.

	Features	Distances	0 - 5
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Participate
Contribute

RUBRIC EXAMPLE:

	Features	Distances	0 - 5
1.	Animal Feed		
2.	Water	Close to cooking	
3.	Blacksmith	Close to fire	
4.	Fire/Cooking	300' to latrine	
5.	Sleeping/Tents	Opposite fire from latrine	
6.	Availability of game	Close proximity	
7.			
8.			
9.			
10.			

Introduction to American History

Aligned to the Idaho Achievement Standards - Social Studies Grade 5: 446-458

Lessons from 2002 Workshop

446. Critical Thinking and Analytical Skills

446.01: Acquire critical thinking and analytical skills.

446.01.c: Identify various methods used by historians to learn about the past.

446.01.d: Analyze, organize, and interpret information.

446.01.e: Identify different points of view and frames of reference.

Activity 1

Lesson: "Build-A-Map" – All Maps are on pages 3.30-3.45. Use Map #1, Map #5, Map #7, and Map #8.

Activity 2

Lesson: "Build-A-Map" - Add overlays of Map #4, and Map #13 to the map created in Activity 1.

View a video segment that presents a portion of Lewis and Clark's expedition. Suggested resources: "The Journey of the Corps of Discovery" by Ken Burns or visit the interactive website "Discovering Lewis and Clark" (www.lewis-clark.org).

Assign each student to create a journal entry that describes a single event viewed on the website or in a video.

Create small groups to compare and contrast each individual journal entry.

Share the small group comparisons with the entire class.

Interdisciplinary connection:

Make quill pens and ink.

Design individual journals.

Lesson: "In Your Own Words" pages 1.5-1.9

Activity 3

Refer to the Activity 1 student map with #4 and #13 overlays, add overlays #2 and #3. Point out that, from May 14 to July 4, the party had only made it from St. Louis to Atchison, KS. Why? (*They were pushing and pulling the boats upstream against the current.*)

Insert "The 4th of July 1804 According to the Corps of Discovery" - Distribute the selected excerpts taken from the Corps of Discovery journals to each student. Read aloud.

In small groups, brainstorm the similarities and differences within the journals entries. Groups may want to use different colored highlighters to identify these similarities and differences.

In small groups, interpret and analyze the differences in points of view and discuss how points of view and frames of reference of the journal writers might account for the differences.
Share small group findings with the entire class. Chart and compare the ideas.

Lessons from 2003 Workshop

446. Critical Thinking and Analytical Skills

446.01: Acquire critical thinking and analytical skills.

446.01.d: Analyze, organize, and interpret information.

448. Exploration and Expansion

448.01: Understand the role of exploration and expansion in the United States.

448.01.a: Identify early inhabitants of the North America.

448.01.c: Describe the impact of early explorers on North America.

448.01.d: Identify the major land acquisitions to the United States.

448.01.e: Know the factors that contributed to western expansion in the early 1800's

453. Foundations of the American Political System

453.01: Understand the foundation and principles.

453.01.b: Identify significant early political leaders and explain their contributions to early United States history.

Activity 1

Lesson: "Lewis and Clark Scavenger Hunt" on the web.

Using the "Lewis and Clark Junior Web Ranger" form, students look for answers to the questions.

Upon completing the form, they can become Junior Rangers with signed certificates and other free gifts.

Find the questions form at: <http://www.nps.gov/lecl/education/edweb.htm>

452. Cultural and Social Development

452.01: Understand cultural and social development of the United States.

452.01.d: Describe how Native Americans developed a variety of cultures before the coming of the European settlers.

449. Migration and Immigration

449.01: Understand the role of migration and immigration of people in the development of the United States.

449.01.e: Identify the significant Native American groups that were encountered in the Western Movement.

449.01.f: Identify some of the significant individuals who took part in the western expansion.

Activity 2

Lesson: "Ask Mr./ Mrs. Manners" **pages 6.31 – 6.33.**

Manners and customs were different among the American Indian tribes. Lewis and Clark noted these in their journals.

1. Read the journal entries
2. Students write what they think was happening in each situation.
3. Students will then recreate the event.

Activity 3

Lesson: "Games, Sports and Amusements" **Pages 6.34 – 6.42**

Read "Games, Sports and Amusements of Natives Encountered on the Lewis and Clark Expedition."

Students will then list and identify the games they would want to play.

Divide the class into groups. Each group will gather the materials needed for a game. They will teach the game to the rest of the class on the following two lesson periods.

- The Bone Game
- Foot Races
- Pins and Checkers
- Hoop and Arrow
- Four Stick Game

Activity 4

Lesson: Playing the games of Native American Children.

446. Critical Thinking and Analytical Skills

446.01 Acquire critical thinking and analytical skills.

446.01.c: Identify various methods used by historians to learn about the past.

446.01.d: Analyze, organize, and interpret information.

449. Migration and Immigration

449.01 Understand the role of migration and immigration of people in the development of the United States.

449.01.d: Identify the motives of the major groups who participated in the western expansion by leaving the East and heading West.

469. Geography

469.02 Understand the human and physical characteristics of places and regions.

469.02.b: Analyze the human characteristics of places

469.02.e: Evaluate characteristics of places and regions from a variety of points of view.

469.02.f: Understand the effects of technology on cultural groups' perceptions of places and regions.

469.04 Understand the migration and settlement of human populations on the earth's surface.

469.04.a: Analyze the ways groups, societies, and cultures address human needs and concerns.

475. Exploration and Expansion.

475.01 Understand the role of exploration and expansion in the development of the United States.

475.01.a: Trace the spread of early human societies and the rise of diverse cultures in the United States.

475.01.e: Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.

475.01.f. Know the factors that contributed to western expansion in the United States in the early 1800s.

LESSON PLAN: “Trails of Translations” The Shoshone Speaks

Objectives:

1. The learner will experience the difficulties in multi-cultural translations.
2. The learner will relate this experience to the Lewis & Clark Expedition.

Supplies/Resources:

1. “Sacagawea Speaks” page 109–118, “Beyond the Shining Mountains with Lewis & Clark” by Joyce Badgley Hansaker.
2. French Dictionary
3. “Going Along With Lewis & Clark” page 9 and page 26, by Barbara Fifer.

Lesson Plan:

1. Play Telephone or Baffa Baffa: Groups of students are given a 3 x 5 card with a language and sacred object. They must communicate and trade with another group
2. Show Tribes, page 26 (58 Tribes), Exchange, page 9 (Camawaite meeting with Lewis & Clark to buy horses).

Discussion with class:

Extension: The learner will take the word “home” – go home and see how many ways to say the word “home” in Native American and other languages in the world.

3. The learner will write a paragraph as if they were a member of the “Corp of Discovery” and were trying to get supplies from the Shoshone Tribe. They must use the Shoshone Languages only to get their message across (page 1-9, Language Arts Section) – Trade horses, trade beads, medicine, food, clothes, etc.)

Language provided in “Sacagawea Speaks” pages 109–118 (The writer will skip every other line so the translator can translate below each line.)

Extension: Round Robin the sentences instead of a written paragraph – adding information with each new student.

4. The learner will trade with another student and translate the Shoshone message.
5. Class Discussion – Debrief show, page 9 – interpretation again – ask “how hard would it have been for Lewis & Clark to translate and communicate?”

Optional Lesson Plan: Use “Was Something Lost in the Translation?” on page 1.34 and 1.35.

Lesson from 2002 Workshop

448. Exploration and Expansion

448.01: Understand the role of exploration and expansion in the development of the United States.

448.01.c: Describe the impact of early explorers on North America.

448.01.d: Identify the major land acquisitions to the United States.

451. International Relation and Conflicts

451.01: Understand significant conflicts in United States history.

451.01.e: Describe the major contributions of significant United States Presidents.

Activity 1

Lesson: “Build-A-Map” – Use Map #1, Map #5, Map #7, and Map #8.

458. Geography

458.01: Understand the spatial organizations of people, places, and environment on the earth’s surface.

458.01.a: Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.

458.01.c: Use latitude and longitude coordinates to find specific locations on a map.

Activity 4

Introduce the concept of longitude and latitude using a map of the United States. Combine maps #2, #3, and #12. As a class, select four major national cities and identify the lines of longitude and latitude for each. Call on volunteers to identify a city by providing the lines of longitude and latitude for location.

Distribute a copy of a combined #1, #12, and #13 map to each student. Using the map, assign each student to identify the coordinates for Pittsburgh, St. Louis, Fort Mandan, Camp Fortunate, and Fort Clatsop.

Activity 5

Using a combination of maps #1, #9, #12, and #16, assign the following questions to be answered using the longitude and latitude for location.

1. Where did the Lewis and Clark party find a dead whale on the beach?

2. Where was a wolf sighted by members of the Lewis and Clark party?
3. Where was Lewis chased by a Grizzly bear?
4. After a period of starvation, where did the Nez Perce feed the Lewis and Clark party salmon?
5. Where did members of the Corps of Discovery kill buffalo?

Assign the students to identify and label the following rivers on their maps:

Missouri
Columbia
North Platte
Yellowstone
Snake
Mississippi

Social Science Exploratory; A Case Study of Idaho or U. S. History 1 (Grades 8-10)

Aligned to the Idaho Achievement Standards for U.S. History Middle Grades: 473-485

Lesson from 2002 Workshop

473. Critical Thinking and Analytical Skills

473.01: Acquire critical thinking and analytical skills.

473.01.b: Differentiate between historical facts and historical interpretations.

Lesson: "Making the Connections" pages 1.21-1.31

Lesson from 2003 Workshop

473. Critical Thinking and Analytical Skills

473.01: Acquire critical thinking and analytical skills.

473.01.b: Differentiate between historical facts and historical interpretations.

474. Evolution of Democracy

474.01: Understand the evolution of democracy.

474.01.d: Provide and evaluate examples of social and political leadership in early American history.

474.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.

484. Economic Influences

484.01: Understand there are many influences on economic systems.

484.01.b: Explain the role of government policy in the economic development of the United States.

Lesson:

1. Ask the learners to identify and discuss key motives they believe the President had in sending the Corps of Discovery on the expedition.
2. Distribute the document "Letter of Instructions". Compare the learner's motives to Jefferson's scientific, economic, political and diplomatic motives.
3. Read select Journal entries and discuss their relationship to the motives.
4. Each learner or group will select one motive. Playing the role of Captain Lewis, they will decide on methods for carrying out the President's order.
5. Groups will report their findings to the class.

Documents: President Jefferson's Letter of Instructions. pages xxix-xxxi
Clark's speech to the Crows on the Yellowstone

Resource: Moulton, Gary E. edit. The Definitive Journals of Lewis & Clark, Over the Rockies to St. Louis., volume 8, Nebraska Edition, 1993.

President Thomas Jefferson had a number of motivations behind his Letter of Instructions to Captain Lewis (of 20 June, 1804) establishing the Corps of Discovery. The students should recognize the depth and complexity of his instructions. The multiple motivations driving the President's directive clarify a number of issues current in American society at the beginning of the 19th Century.

Jefferson's motives can be classified under four main categories:

1. SCIENTIFIC

Most frequently noted by historians are the SCIENTIFIC motives. The president was clearly interested in the efforts to identify, collect, research, study and document the natural history of the West. As a part of this project, Mr. Jefferson intended the native peoples to be studied with an eye to the anthropology and etymology of the natives.

Recommended journal entries substantiating the SCIENTIFIC motives: Clark, August Third, 1804.

2. ECONOMIC

ECONOMIC factors for the young and struggling nation were powerful motives behind Jefferson's directive, as well. Mr. Jefferson intended to expand the western economy and to tie it to the current government. This would be facilitated with a clear map of the lands and waterways to the Pacific with an obvious drive to lay claim to the long-sought Northwest Passage. Lewis was instructed to search for natural resources.

Further, he was to explore the possibilities for alliances with local nations. The intention was to secure trading relationships as well as to win good economic relations with the inland Natives in advance of the British.

Recommended journal entries substantiating the ECONOMIC motives: Lewis, Monday, August 12, 1805.

3. POLITICAL

Jefferson intended to strengthen the power of the new government and its executive branch as well as his party of Democratic Republicans. The President had to legitimize and popularize his purchase of Louisiana which was an action not sanctioned by the new Constitution. If he could convince the land-hungry citizenry of the singular brilliance of this purchase, he would clearly expand on his presidential legacy.

The native peoples were seen as various nations, albeit inferior to the United States. The President wanted Lewis to demonstrate to

these nations the power and supremacy of the government in the East.

Recommended journal entries substantiating the POLITICAL motives: Clark, August Third, 1804.

Also: Clark, "Speech for Yellowstone Indians." Approximately Wednesday, July 23rd, 1806.

4. DIPLOMATIC

The final motive of Thomas Jefferson in writing his letter of Instructions to Captain Lewis was DIPLOMATIC. This pre-eminent statesman intended to trump the British to the northern regions, the Spanish to the southern regions, the French to the mouth of the Mississippi and the native nations to the resources and lands throughout the continent. As a young and militarily weak nation, the United States wanted to establish its place among the community of European nations.

Recommended journal entries substantiating the DIPLOMATIC motives: Lewis Tuesday, August Twentieth, 1805.

Also Ordway, Tuesday September 25th, 1804.

Assessment:

1. The learner will write a Journal entry identifying and explaining one of the motives they consider most important to the Corps of Discovery.

Lessons from 2002 Workshop

475. Exploration and Expansion

475.01: Understand the role of exploration and expansion in the development of the United States.

475.01.e: Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.

Lesson: "Build-A-Map" pages 3.29-3.45

Lesson: "Not So Long Ago" pages 6.7-6.11

474. Evolution of Democracy

474.01: Understand the evolution of democracy.

474.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.

Suggested Reading: "Sacagawea the Guide Versus the Purist" pages 2.21-2.27

Lesson: "On Being Different" pages 4.8-4.10

U.S. History 2

(Grade 11)

Aligned to the Idaho Achievement Standards – United States History: 494-498

Lesson from 2002 Workshop

495. Migration and Immigration

495.01: Understand the role of migration and immigration of people in the development of the United States.

495.01.c: Examine the impact of migration and government policy on the encroachment of Native American territories.

494. Exploration and Expansion

494.01: Understand the role of exploration and expansion in the development of the United States.

494.01.c: Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.

489. Critical Thinking and Analytical Skills

489.01: Acquire critical thinking and analytical skills.

489.01.a: Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.

489.01.b: Evaluate and interpret points-of-view using primary and secondary sources.

489.01.c: Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.

Resources:

President Jefferson's Letter of Instructions. pages xxix-xxxiv

Native American Cultures Overview Pages 6.2-6.5

Ronda, James. *Lewis and Clark Among the Indians*.

Moulton, Richard. *Journals of Lewis and Clark*.

Jones, Landon. *Journals of Lewis and Clark*.

Day One: Have the students take turns reading the excerpts that pertain to Native Americans in Jefferson's letter of instructions to Lewis. Given these instructions, discuss what Jefferson intended.

Day Two: Divide the class into five groups. Assign each group one Native American tribe, an excerpt from the Journals that pertains to that Native American tribe, and map page 6.18. Evaluate the impact that the Corps of Discovery had on that Native American tribe. Students prepare a presentation for the class.

Day Three: Presentations, analysis, and synthesis. Students in the audience are provided with a presentation response worksheet.

Lesson: "Not So Long Ago" pages 6.7-6.11